

Coordinating Care: Ensuring Quality Service Delivery for Students with the Most Challenging Social, Emotional, and Behavioral Problems

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EDITORIAL

Waste in the Health Care System

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A new [report](#) from a panel of experts convened by the Institute of Medicine estimated that roughly 30 percent of health care spending in 2009 — around \$750 billion — was wasted on unnecessary or poorly delivered services and other needless costs. Lack of coordination at every point in the health care system is a big culprit.

What are the common challenges experienced when multiple providers are working to support a child?

The Problem

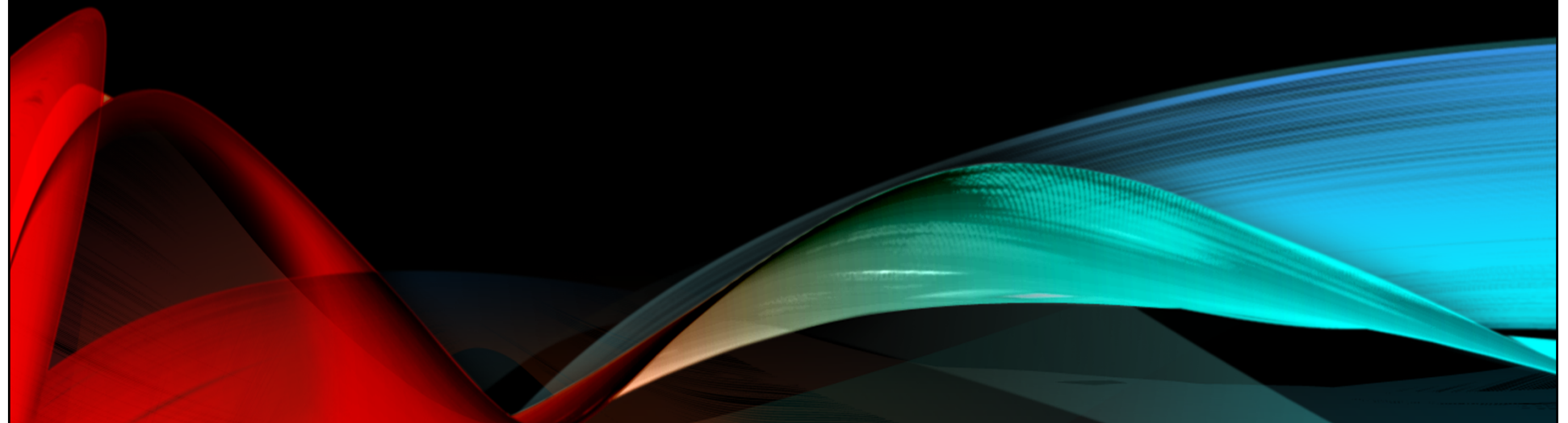
- Students with challenging social, emotional, and behavioral problems are often receiving supports from multiple providers; however...
 - Care is often not coordinated
 - Communication is infrequent
 - Practices selected and implemented are often not evidence-based
 - Progress monitoring data are not collected or used to inform decision making

The Solution

- Strategically coordinate care by:
 - Structured collaboration among different providers using a problem-solving model
 - Problem analysis that results in the selection of evidence-based practices
 - Ongoing communication involving fidelity of implementation of a co-constructed plan
 - Monitoring student response to services
 - Reconvening as a team to evaluate whether the plan is working and make data-driven decisions



School-Based Mental Health as an Example



Old Approach → New Approach

- Each school works out their own plan with a Mental Health (MH) agency;

- District has a plan for integrating MH at all buildings (based on community data as well as school data);

Old Approach → New Approach

- Minimal to no communication between educational and mental health supports to facilitate generalization of learned skills;

- Structured communication to facilitate coordination between educational and mental health supports to increase generalization of learned skills;

Old Approach → New Approach

- MH counselors are contracted and provider is either in building 1 day a week to “see” students or family must access services in the community
- MH providers become **embedded members** of the school and participate on teams at all 3 tiers;

Old Approach → New Approach

- **No data** to decide on or monitor interventions;

- Select of interventions are **based on evidence** and data are gathered and reviewed by team to **monitor response to interventions;**

An Interconnected Systems Framework

- A Structure and process for education and mental health systems to interact in most effective and efficient way.
- guided by key stakeholders in education and mental health/community systems
- who have the authority to reallocate resources, change role and function of staff, and change policy.



ADVANCING EDUCATION EFFECTIVENESS:

**INTERCONNECTING SCHOOL MENTAL HEALTH
AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT**

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Key Questions

- Can, and should, schools expand the effectiveness of the school-based continuum of services if we include a broader group of school/community mental health providers?
- Can we enhance the continuum with a greater array of EBP's to meet the needs of more students with greater effectiveness?
- If so, how do schools engage in the process of expansion & collaboration well?

Core Features of Interconnected Systems Framework

- **Effective teams** that include community mental health providers, family/youth
- **Data** based decision making
- Formal processes for the selection and implementation of **evidence based practices (EBP)**
- **Early access** through use of comprehensive screening
- Rigorous **progress-monitoring** for both fidelity and effectiveness
- Ongoing **coaching** at both the systems and practices level

Direct Treatment Protocol

- Document to facilitate planning, coordination and communication when mental health services are warranted for a student
- Focus on selection of an evidence-based treatment
- Emphasis on establishing clear behavioral and therapeutic goals and ensuring progress monitoring data collection
- Outlining plan for convening to review data and make data-driven decisions
- Creating an accountability mechanism to increase likelihood of plan being implemented with fidelity

Resources

- National Wraparound Initiative
 - <http://nwi.pdx.edu/>
- Wraparound Fidelity Assessment System
 - <https://depts.washington.edu/wrapeval/content/quality-assurance-and-fidelity-monitoring>
- Interconnected System Framework Fidelity Inventory
 - <https://www.pbis.org/resource/1022/isf-implementation-inventory>